

Vermont Emergency Medical Services

Pre-Hospital Documentation

Instructions

This package consists of six files:

Docum Instruc.061106.doc	These instructions
Documentation.061019.ppt	A PowerPoint presentation
DocumHandout1.060926.doc	A Word document with session goals and objectives
Docum exer1.061009.doc	A Word document with the first exercise
Docum exer2-medical cards.061019.doc	A Word document you can use to create cards with pieces of information on a medical patient for the students to organize
Docum exer2-trauma cards.061019.doc	A Word document you can use to create cards with pieces of information on a trauma patient for the students to organize

You should make sure to view the PPT presentation before using it. This will give you the opportunity to read the notes below the slides that will guide you in using the presentation (these are visible in “normal view”). You will also be able to adapt the slides for the needs of your audience. For instance, if you are teaching EMT-B students, you may wish to use all of the slides displaying parts of the Vermont EMS Incident Report Form and delete the slides regarding advanced life support. If, on the other hand, you are teaching EMT-I students, you may wish to delete some of the slides on the Vermont report form since students should be familiar with it. Since some of the slides have animations that will be visible only if you watch the slide show, you should also view the presentation in this mode.

Handout 1 provides learning goals and objectives for the program, along with an outline of the material covered.

Exercise 1 has two parts. The instructions for the first part are on the form. The instructions for the second part are in the notes attached to the slides.

Exercise 2 will require some preparation on your part. You will need to print out the documents, preferably on heavy card stock. Cut the cards along the lines provided and jumble the order of the cards so that students can work in small groups to organize the information. There is one trauma scenario and one medical scenario. Three of the last four cards in the medical scenario include advanced interventions that you should include with advanced classes only. Make one set of cards for each small group of three to four students. Ask the students not to write on the cards so that you can re-use them.